Province of
British Columbia

Ministry of Education

Annual Report

For the period July 1, 1982
to June 30, 1983

Province of
British Columbia
Ministry of
Education

Ministry of Education

One Hundred and Twelfth
Annual Report
July 1, 1982 to June 30, 1983

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To the Honourable Gordon Rogers
Lieutenant-Governor of
the Province of British Columbia

May it please Your Honour:

I beg respectfully to present the One Hundred and Twelfth Annual Report of the Ministry of Education, covering the period from July 1, 1982 to June 30, 1983, on behalf of my former colleague William N. Vander Zalm.

Jack Heinrich

John H. Heinrich
Minister of Education

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Minister's Introduction

This report covers a period in the history of the Ministry of Education which was presided over by another elected Member of the Legislature, the Honourable William Vander Zalm. It represents a time when the introduction of fiscal restraint measures were made necessary to offset the world-wide effects of an economic downturn.

The period ahead will not be easy. We must attempt to balance the need for careful financial management with the increasing need to enhance the quality of education to respond to public interest and concern. There may be areas of disagreement as we attempt to make the system leaner and more efficient and at the same time take steps to make improvements.

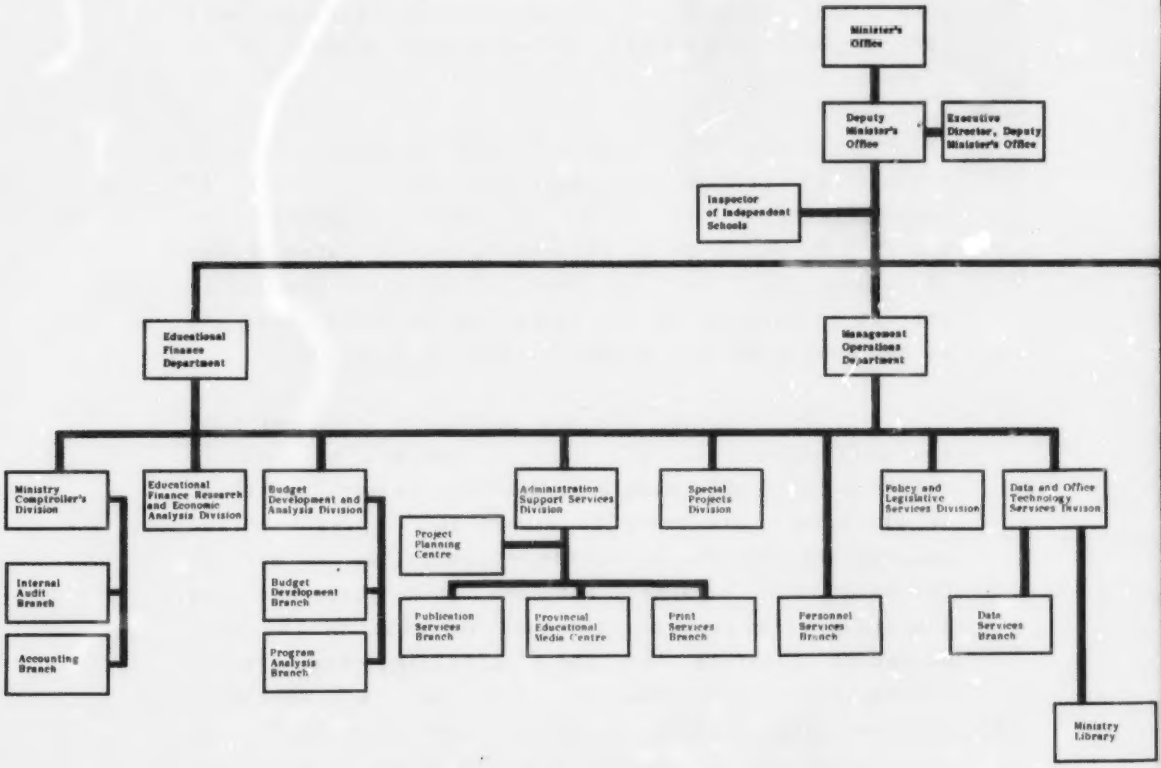
As I assume the new portfolio I am aware of the difficulties we all face. However, no task is insurmountable when people are willing to work together. We all have a big stake in education. I, as minister responsible for the direction of education in British Columbia; the parents, who are both taxpayers and guardians with an understandable interest in the best education possible for their children; teachers as professionals dedicated to the task of educating children and finding a career path for their own development and well-being; and, the students who count on us all to help them face the future demands.

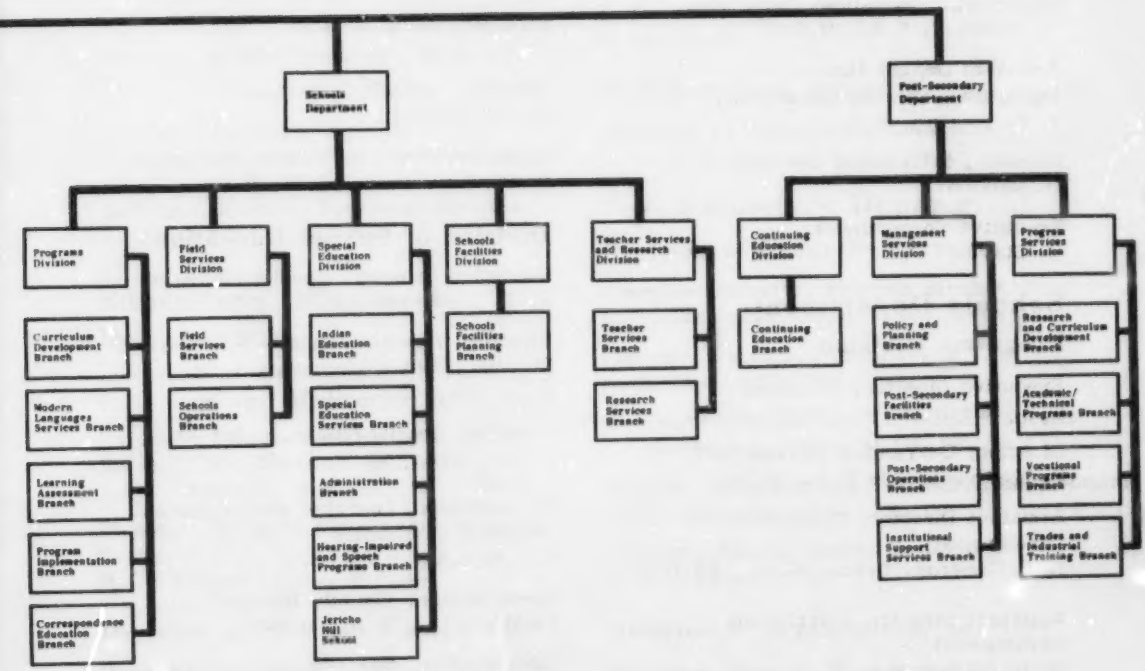
There is a great deal of shared responsibility, but together we can make it work.

Jack Heinrich
Minister of Education

Organization Chart

Ministry of Education
As of June 30, 1983




Schools Department
Post-Secondary Department
Programs Division
Curriculum Development Branch
Modern Languages Services Branch
Learning Assessment Branch
Program Implementation Branch
Correspondence Education Branch
Field Services Division
Field Services Branch
Schools Operations Branch
Special Education Division
Indian Education Branch
Special Education Services Branch
Administration Branch
Hearing-Impaired and Speech Programs Branch
Jericho Hill School
Schools Facilities Division
Schools Facilities Planning Branch
Teacher Services and Research Division
Teacher Services Branch
Research Services Branch
Continuing Education Division
Continuing Education Branch
Management Services Division
Policy and Planning Branch
Post-Secondary Facilities Branch
Post-Secondary Operations Branch
Institutional Support Services Branch
Program Services Division
Research and Curriculum Development Branch
Academic/ Technical Programs Branch
Vocational Programs Branch
Trades and Industrial Training Branch

Personnel 1982/83

Minister's Office

Minister of Education
The Honourable John H. Heinrich, LL.B.

Deputy Minister's Office

Deputy Minister of Education
R. J. Carter, B.A., M.Ed.

Assistant Deputy Minister - Schools Department
G. G. Wall, B.A., B.P.E., M.Ed.

Assistant Deputy Minister - Post-Secondary Department
G. L. Fisher, B.Sc., M.Sc., Ph.D.

Assistant Deputy Minister - Management Operations Department
C. Daneliuk, B.A., M.Ed.

Assistant Deputy Minister - Educational Finance Department
J. R. Fleming, B.A.

Director, Information Services
D. Melville

Executive Co-ordinator
B. Stavdal

Schools Department

Programs Division

Executive Director, Programs
J. J. Mussio, B.Sc., M.A., Ph.D.

Director, Curriculum Development
R. M. Overgaard, B.A., M.Ed.

Assistant Director, Curriculum Development
I. J. Cameron, B.Ed., M.Ed., Ed.D.

Assistant Director, Curriculum Development
W. D. Oliver, B.A.

Director, Modern Languages Services
G. Mills, B.Ed., Ph.D.

Director, Learning Assessment
H. J. Matheson, B.A., M.A., Ed.D.

Assistant Director, Program Assessment
D. J. Bateson, B.Ed., M.Sc., Ed.D.

Assistant Director, Scholarship and Student Assessment
A. R. Taylor, B.Sc., M.Ed.

Director, Program Implementation
B. D. Buchanan, B.Ed., M.Ed.

Director, Correspondence Education
W. B. Naylor B.A., M.Ed.

Division of Field Services

Executive Director, Field Services
A. J. H. Newberry, B.A., M.Ed., Ed.D.

Director, Field Services
D. R. Smyth, B.P.E., M.Ed.

Director, Schools Operations
K. C. Starling

Assistant Director, Schools Operations
P. D. McMuldroch, B.A., M.Ed.

Division of Special Education

Executive Director, Special Education
W. J. Desharnais, B.A., M.Ed.

Director, Administration and Acting Director, Indian Education
M. Epstein, B.A., M.A.

Director, Special Education Services
J. Lee, B.A., M.A., Ph.D.

Co-ordinator, Learning Assistance and Learning Disabilities
D. Chapman, B.A., B.Ed.

Co-ordinator, Visually Impaired
E. Y. P. Lau, B.A., M.Ed.

Co-ordinator, Mentally and Physically Handicapped
G. Cameron, B.Ed. M.Ed.

Director, Hearing-Impaired and Speech Programs
H. Minto, B.Ed., M.Ed.

Co-ordinator, Hearing-Impaired and Speech Programs
L. McLaughlin, B.Ed., M.Ed., Dip. Deaf Educ.

Co-ordinator, Special Education Administration
R. Taylor, B.Ed., M.Ed.

Principal, Jericho Hill School for the Deaf
H. I. Adams, B.A. Dip. Deaf Educ.

Vice Principal, Jericho Hill School for the Deaf
N. E. Miller, B.A., M.A.

Division of Schools Facilities

Executive Director, Schools Facilities
J. L. Doyle, B.A., M.Ed.

Director, Schools Facilities Planning
T. G. Ellwood, B.Ed., M.Ed.

Director, Personnel Services
J. A. Holmes, Dip. Public Admin.

Assistant Director, Personnel Services
V. Henry, C.D., B.A.

Educational Finance Department

Division of Educational Finance Research and Economic Analysis

Executive Director, Educational Finance Research and Economic Analysis
B. D. Anderson, B.Ed., M.Ed., Ph.D.

Director, Financial Management Systems Services
M. A. Rhodes, B.A., M.P.A.

Division of Ministry Comptroller

Ministry Comptroller
G. E. Wilcox, C.G.A.

Director, Internal Audit Services
G. Gamble, R.I.A.

Director, Accounting Services
S. W. Woodward, Dip. Bus. Admin., R.I.A.

Division of Budget Development and Analysis

Executive Director, Budget Development and Analysis
D. L. Hartwig, B.A.

Director, Program Analysis Services
D. N. Newman, B.A., B.Ed., M.Ed.

Division of Teacher Services and Research

Executive Director, Teacher Services and Research
R. J. Leskiw, B.Ed., D.Ed., M.Ed.

Director, Teacher Services
B. A. Andrews, B.A., M.A., Ph.D.

Assistant Director, Teacher Services
E. D. Cherrington, B.A., Dip. Ed., Dip. Public Admin.

Independent Schools

Inspector of Independent Schools
E. L. Bullen, B.A., M.A., Ph.D.

Post-Secondary Department

Division of Program Services

Executive Director, Program Services
L. J. Thompson, B.A., B.Sc., F.C.I.S.

Director, Vocational Programs
D. R. MacRae, B.Sc.

Director, Academic and Technical Programs
T. H. Clement, B.Sc., M.Ed., Ph.D.

Director, Research and Curriculum Development
W.G. Davenport, B.Sc., Ph.D.

Director, Apprenticeship Training
J. D. Meredith

Division of Management Services

Executive Director, Management Services
J. F. Newberry, B.Ed., M.Ed., Ph.D.

Director, Policy and Planning
K. A. MacIver, B.A.

Director, Institutional Support Services
R. C. McCandless, B.A., M.P.A.

Director, Post-Secondary Operations
D. S. Adams, C.G.A.

Director, Post-Secondary Facilities Planning
G. Shuttleworth

Co-ordinator, Student Services
D. L. Clarke, B.A., M.Sc.

Division of Continuing Education

Executive Director, Continuing Education
R. L. Faris, B.A., M.Ed., Ph.D.

Director, Continuing Education
N. Rubidge, B.Sc., M.Sc., Ed.D.

Co-ordinator, Continuing Education
S. R. Harvey, B.A., B.Ed.

Management Operations Department

Executive Director, Special Projects
B. R. Stoodley, C.A., R.I.A.

Division of Administrative Support Services

Executive Director, Administration Support Services
W. L. B. Hawker, B.A., B.Ed.

Director, Publication Services
P. J. Northover, B.A., B.Com., M.B.A.

Assistant Director, Operations
R. L. Connolly, B.A., Dip. Public Admin.

Assistant Director, Purchasing and Client Relations
A. C. Toutant, B.Ed., M.A.

Director, Provincial Educational Media Centre
B. A. Black, B.Ed.

Assistant Director, Provincial Educational Media Centre
W. L. Groutage, B.A.

Production Director
J. Wright, B.A., M.A.

Director, Print Services
T. F. Wrinkle, B.A., M.A.

Manager, Project Planning Centre
E. Burkle.

Division of Policy and Legislative Services

Executive Director, Policy and Legislative Services
J. Walsh, B.Sc., M.Ed.

Division of Data and Office Technology Services

Executive Director, Data and Office Technology Services
R. N. Greer, B.A., M.A., Ed.D.

Director, Data Services
D. Rees, B.A., M.A.

Librarian
Norma Lofthouse, B.A., M.L.S.

Manager, Budget Development Services
D. F. Hughes, Dip. Public Admin.

District Superintendents of Schools

T. Good, B.A., M.Ed., Central Coast

W. B. Johnston, B.Ed., M.Ed., Summerland

M. Roscoe, B.A., M.A., Keremeos

Awards and Achievements

25-Year Continuous Service Certificate

F. A. Karpiuk
J. S. Loganhume
E. M. McDonald

35-Year Continuous Service Certificate

W. A. Alcombrack
G. L. Armitage
C. H. Banks

Executive Development Training Plan Graduate

G. L. Good

Retirements

W. A. Alcombrack, Cook,
Jericho Hill School, 35 years

G. L. Armitage, Clerk,
P.E.M.C., 35 years

K. J. Campbell, Correspondence Instructor,
Correspondence Education, 23 years

R. B. Mickelson, Correspondence Instructor,
Correspondence Education, 23 years

E. Holloway, Teacher,
Jericho Hill School, 20 years

M. R. Rolfe, Clerk,
Post-Secondary Operations, 20 years,

D. Jennings, Audit Accountant,
19 years

M. Sheppard, Administrative Officer,
I.Y.D.P., 17 years

M. J. Reid, Clerk-Stenographer,
Correspondence Education, 16 years

R. W. Huestis, District Superintendent
of Schools, 11 years

H. D. Mackie, Clerk-Stenographer,
Corespondence Education, 9 years

M. P. Watson, Office Assistant,
Accounting Services, 9 years

Schools Department

There are five divisions within the Schools Department -- Programs, Special Education, Teacher Services and Research, Field Services, and Facilities and Finance. They are responsible for the overall direction and administration of the public education system, its half million students, and 29,000 teachers.

In addition to its regular responsibilities, the Schools Department completed a number of special tasks in 1982/83. A new Financial Management System is to be announced in 1983 and will become operational in 1984. Planning began for the implementation of provincial examinations and a review of secondary school curriculum and graduation requirements.

Division of School Programs

The Programs Division of the Schools Department is responsible for the development of provincial programs for all pupils from Kindergarten to grade 12. The development and implementation of curriculum and the assessment of student learning are major functions of the division. It is also responsible for career programs, modern languages services, and correspondence education.

Curriculum Development Branch

During the 1982/83 academic year, this branch continued to perform its main functions of writing new programs, revising existing courses, and identifying learning resources that support the provincial curriculums.

In September 1982, a new Consumer Education 9/10 course was introduced, supported by a curriculum guide, resource books, and a text developed specifically for British Columbia. Work continued too, on the preparation of a Consumer Education 12 course, which will be available in September 1983. In order to meet secondary school graduation requirements, a student will have to complete one of these two consumer courses.

In the field of English, the branch developed another new course, Composition 11, which emphasizes practical writing

and is aimed at improving students' basic writing skills. The branch also introduced a revised Writing 11 course, and added new textbooks to the list of those already provided for English 9 and English 12.

Work continued as well on the major task of completely revising the elementary and secondary social studies program. The new Social Studies 1, 2, 3 courses were implemented in September, 1983. An exciting development related to this new primary program is that the prescribed learning resources were developed specifically for the Ministry by a British Columbia publishing company through a contract that was awarded after an open competition.

The curriculum work in the secondary fine arts neared completion, as the branch continued the tasks of writing curriculum guides and identifying learning resources in both art and drama. Revision work in the elementary fine arts area continued. A committee was also actively involved in developing a new kindergarten curriculum.

In the sciences, revision of the physics program was completed with the implementation of Physics 12, which followed the revised Physics 11, introduced in the 1981/82 school year. The curriculum guide outlining the new elementary science program was also made available for optional implementation, and work was begun on the development of texts (to be published by a carefully selected publisher) for the newly revised junior secondary science courses.

The branch continued its emphasis in the field of special education with the publication and distribution of several teacher resource books. A native Indian language arts book and three books for the teachers of hearing-impaired students (mathematics, speech, and life skills) were produced. In the upcoming year, the branch plans to provide teachers with resource books to assist them in working with visually impaired and mentally handicapped students.

For the career preparation program, three new curriculum guides were completed in general mechanics, business education, and hospitality/tourism (foods). A work study resource book was also introduced. During the 1982/83 school

year, 83 schools in 41 school districts scheduled career preparation courses. Over 5,000 students were enrolled in the 214 programs offered. Additional program development proceeded in career preparation with the writing of courses in metal fabrication and the hospitality/tourism industry (tourist services).

In addition to fulfilling its primary role of developing new curriculums and revising existing curriculums, the branch continued its liaison with the field through participation in professional days and workshops devoted to curriculum-related matters.

Learning Assessment Branch

This branch has two main sections, the Program Assessment section and the Scholarship and Student Assessment Programs section. The Program Assessment section assesses student achievement and teacher attitudes. These assessments provide objective measures of the quality of education throughout the province.

In 1982 the Second Assessment of Science provided information on student achievement and attitudes on the basis of responses from 78,743 students. General and Summary reports were published, and more detailed, district-level reports were sent out to district administrators. Districts responded to their reports by making recommendations to the Ministry, to universities, and to district and school personnel. Additional information about teacher attitudes, education, and teaching methodologies was collected through 2,903 teacher questionnaires. As well, the Program Assessment section of the branch helped plan and organize the study of science education in Canada carried out by the Science Council of Canada.

In the field of Language Arts, there was no major assessment carried out in 1983, although preliminary work for the Third Assessment of Reading in 1984 was done. The development of materials for testing in grades 4, 7, and 10 was completed, and pilot testing using these materials will take place in October; the number of items involved in the test has been extended so that a Classroom Achievement Test in

Reading can be developed after the Assessment is completed.

During 1982/83, the production of Classroom Achievement Tests was continued. These tests are developed for optional use by classroom teachers. Based directly on the British Columbia curriculum, the tests, and the information on provincial norms and standards provided with them, give teachers a common benchmark against which to measure the work of their students. The tests cover aspects of Mathematics, Science, and English at several grade levels. New this year are tests in Science Processes and Scientific Knowledge at the Grade 3/4 and 7/8 levels; these tests were developed on the basis of information gained from the Second Assessment of Science.

Because of a renewed interest in careful evaluation at senior secondary levels, development of achievement tests for Biology 11 and 12, French 11 and 12, and History 11 was started. This was in addition to the completion of work being done for Physics 11 and 12, and for Consumer Education 9/10.

In the fall of 1982, the Ministry announced that provincial examinations in Mathematics (Grades 3, 7, and 10) and Reading (Grades 4 and 7) would become mandatory for all students. Using items, information, and methodology from previous assessments and classroom achievement tests, the Program Assessment section produced the examinations and supervised their printing, distribution, and analysis. In June, 1983, over 125,000 students wrote these examinations, and of these, 38,000 in Grade 7 wrote both the Reading and Mathematics exams. District and provincial results were sent directly to districts. The Program Assessment section also helped the Scholarship and Student Assessment Programs section issue the Grade 12 final examinations for Algebra, Chemistry, and English (Writing) by providing technical support.

Finally, the Program Assessment section administered the Assessment Branch's workshop, "Grading Practices," which was once again very popular (over 90 workshops were given, involving more than 2,400 people). The Learning Assessment regional meetings previously held by the branch were replaced this year by a series of nine divisional meetings held around the province to explain the new testing program, as well as

potential curriculum changes and program implementation plans.

The other main section of the Learning Assessment Branch, the Scholarship and Student Assessment Programs section, administers the Grade 12 scholarship program and the General Educational Development (G.E.D.) testing program. It also provides a transcript service for those who qualified for secondary school graduation in British Columbia between 1890 and 1973. Another responsibility involves the provision of an evaluation service to determine the British Columbia equivalence of secondary school records from outside the province. Recently too, the administration of Classroom Achievement Tests (previously handled by the Program Assessment section) has been added to the responsibilities of this section.

Provincial Scholarships are currently worth $1,000.00 each; the top 20 candidates receive $2,000.00. To qualify for a scholarship, students must pass an English Composition examination and complete three specialty examinations with a stanine average of at least 6.0. During the 1982/83 year, a total of 19,125 examination papers were processed. This represented an 11.09 per cent increase over the number processed the previous year. During the 1982/83 school year, 1,043 students earned Provincial Scholarships, which were awarded upon their enrolment in a post-secondary educational institution. The winner of the Governor-General's Silver Medal for achieving the highest average in the provincial competition, 91.25 per cent, was Russell Smith, a graduating student of Argyle Secondary School in North Vancouver. The winner of the Governor-General's Bronze Medal for achieving second place was Jennifer Wilson, a graduating student of University Hill Secondary School in Vancouver, who had an average of 90.77 per cent.

The Ministry also provides awards of $500.00 to 1 per cent of the Grade 12 students from each district. These awards are intended for vocationally oriented students who receive them upon enrolling in a post-secondary institution. During 1982/83, a total of 380 students earned these District Awards.

British Columbia continues to lead Canada in the number of successful G.E.D. candidates. During 1982/83, 5,068

candidates wrote the series of five tests administered by the Scholarship and Student Assessment Programs section, and 4,276 received a secondary school equivalency standing. As well, the section issued 1,656 transcripts and evaluated 193 records from outside the province during the course of the school year.

Program Implementation Services Branch

In its fifth year of operation, the Program Implementation Services Branch modified its approaches in response to conditions created by the restraint program. These adjustments included reductions in personnel travel and a greater focus on the already identified needs of teachers and school districts. By utilizing a number of innovative approaches, the branch provided direct service to 1,178 teachers, district administrators, and district support staffs during the year and extended indirect support services to teachers and school staffs.

The branch's approaches included scheduled phone-ins to resource teachers (for implementation of Physics 12), one-page "Implementation Updates" sent directly to subject teachers (for implementation of Consumer Education 9/10 and Physics 12), and financial support for district-initiated summer institutes and workshops held in Prince George, at U.B.C., and in Campbell River (for implementation of Kindergarten, Secondary Drama, and Primary Social Studies curriculum changes). Under the aegis of the School Programs Division, Program Implementation Services also organized and conducted regional meetings at eight provincial sites in February and March. These regional meetings made possible direct contact between School Programs Division managers and senior administrative and supervisory personnel from 72 of the province's 75 school districts.

A major effort was also made in 1982/83 to produce multimedia materials for direct use with teachers, school staffs, and other groups affected by curricular changes. Videotapes and print materials were prepared for the Physics 12, Secondary Drama, Primary Social Studies, Secondary Art, and Elementary Written Expression courses, and, in connection with the implementation of the Elementary Written Expression

course, a major teleconference was presented, involving co-operation between the branch and the University of British Columbia's Field Development Office and Audio-Visual Services. A Knowledge Network interactive teleconference spanning two evenings and eight day-long, on-site workshops, each hosted by a co-operating school district, were also held in the spring. The experience gained in piloting this delivery mode will be extremely valuable to other Ministry branches planning to provide a "long-distance service." A complete report, which documents and evaluates this entire undertaking in detail, is available.

During the year, the branch arranged for three, highly qualified and respected resource people to provide curriculum implementation follow-up workshops as a direct service to subject teachers. The subject areas served in this manner were Consumer Education 9/10, Secondary Drama, and Secondary Art. Giving teachers direct access to highly credibile practioners in specialized subject areas resulted in extremely valuable instruction for the 283 teachers participating in these meetings.

In October, 1982, in co-operation with Nanaimo School District, the branch planned and held a conference on "Women in Mathematics and Science," as a follow-up to the Ministry report on gender in mathematics and science education. As an outcome of this conference, resource materials will be available for use by other school districts.

Because the 1983 junior secondary science curriculum modifications involved a number of significant changes, the branch piloted the new curriculum in Nechako and Richmond School Districts and, in co-operation with U.B.C., completed plans for a summer institute (1984) that will bring Junior Secondary Science teachers up to date on implementation progress.

In May, Program Implementation Services presented a fifth Annual Implementation Institute in Richmond, attended by 157 senior district administrators, principals, and teachers. The expanding experience and evolving expertise of educators in our own province made it feasible and desirable for the 1983 Institute to rely exclusively on British Columbia resource people. District and school administrators, along with teachers from every part of the province, described the

success of their implementation plans in four program areas: instructional use of microcomputers, special education, the improvement of written expression, and effective teaching practices. An Institute document, *Program Implementation Experiences*, records these plans and processes in the form of case studies.

Associated with the activities of the Program Implementation Services Branch is the Provincial Curriculum Resource Centre. Staffed by a co-ordinator and a small support staff, the Centre has completed its second year acting as a clearinghouse for locally developed materials. A mark of its value to educators in the field can be seen in the 241 per cent increase in services provided. In a time of restraint, the PCRC provides a valuable service to school districts by receiving, making synopses of, and distributing on a loan basis several teacher-made resource materials that, otherwise, would have a very limited audience. The second *K-12 Clearinghouse Catalogue* lists 900 holdings (up from 600 in 1982). In addition, the PCRC has organized a professional reference file, with access through computer printout.

Modern Languages Services Branch

The mandate of the Modern Languages Services Branch makes it responsible for curriculum development and related work in the areas of French as a Second Language (elementary and secondary), French Immersion (early, late, and secondary), the *Programme-Cadre de Français*, Spanish, German, English as a Second Language, and Multicultural Education. In addition, the branch manages several federally funded programs: the Official Language Monitor program, the Summer Language Bursary Program, the Teachers' Bursary Program, the Second Language Fellowship Program, and the Minority Language Student Travel Bursary Program. The branch also administers the federal grants for bilingualism, the support grants to districts, and the non-formula grants, which in total amounted to approximately $5.5 million in 1982/83.

Throughout British Columbia, over 180,000 students were enrolled in French as a Second Language programs at the secondary and elementary levels. To ensure smooth

functioning of these programs, contact with school districts (notably those in the East Kootenay, Sechelt, Parksville, Nelson, and Prince George regions) was maintained by the French as a Second Language co-ordinator. During the 1982/83 school year, a Secondary French Resource Book on evaluation was completed, and new anthologies for grades 11 and 12 were published by a Canadian publishing company working in conjunction with the branch. A manual to accompany all grade 8 - 12 reading materials was produced, and multi-media kit to accompany the new anthologies was begun (to be completed in 1983/84). In the area of Elementary French as a Second Language, two resource books for teachers -- one on culture and one on methodology -- were published and distributed early in the year. Two more begun last year will be completed in 1983/84.

Meanwhile, the number of students registered in immersion programs throughout the province increased from 5,887 in 1981/82 to 7,952 in 1982/83. Early immersion was offered in twenty-one school districts, late immersion in seven, and secondary immersion in seven. It is expected that in 1983/84, total enrolment in immersion programs will pass the 10,000 figure.

Several evaluations of immersion programs were conducted by branch personnel (notably in Nanaimo, Port Alberni, and Vernon), and curriculum work in immersion resulted in production of several draft documents in the various subject areas. Final versions of these documents will be available in 1983/84. Inservice training sessions were held for bilingual learning assistance teachers and for librarians in immersion schools or schools offering the *programme-cadre*. Also, a series of French language arts workshops for students at grade levels ranging from kindergarten to grade 10 were held. Twenty summer projects in immersion and/or the *programme-cadre* were completed as well.

Just as the enrolment figures for French as a Second Language and French immersion programs increased in 1982/83, so the French Language Monitor Program increased in popularity: 66 part-time and 17 full-time monitors were placed in 23 school districts to assist teachers with all types of French programs. At the same time 30 English-language

monitors from British Columbia were placed in other provinces under a program co-ordinated by the Council of Ministers of education and funded by Canada's Secretary of State.

Policy considerations too, received attention during the past year as the policy committee on the *programme-cadre* examined circular 146 to ensure it is in line with the eligibility clauses of the Charter of Human Rights and Freedoms. The branch will issue these revisions in final form during the 1983/84 school year, ensuring that the document also takes account of all aspects of the new Financial Management System.

In other modern language curriculum developments for 1982/83, the Spanish committee completed the long-awaited revision of the Spanish 9-12 curriculum. During 1983/84, it will identify suitable resource materials to accompany the revised curriculum. As well, the German committee produced a document entitled "Supplementary Student Workpapers" to accompany *Vorwärts Kurzfassung* and *Deutsch 2000*.

Over the past year, activities in English as a Second Language were varied and included the drafting of two resource books dealing with the teaching of English as a Second Language through the regular curriculum. In addition, a draft of a handbook for administrators of English as a Second Language programs was written, to be finalized in 1983/84. Two video films, one on story-telling in the English as a Second Language classroom and another on the use of role drama in English as a Second Language training, were produced and have been used in workshops throughout the province. Liaison with districts was maintained in 1982/83 through the organization of English as a Second Language workshops on methodology, assessment, classroom management, and multicultural education. Several community groups requested and received English as a Second Language workshops. Approximately 15,000 English as a Second Language students enrolled in one of the English as a Second Language options. As part of its liaison effort, the branch also maintained contact with Multicultural Associations around the Province and with the B.C. Heritage Language Association.

Finally, in an effort to improve the branch's Modern Languages Resource Centre, personnel completed a review of all holdings to eliminate inappropriate items. Cataloguing of 50 per cent of the collection was accomplished, and two documents, *An Annotated List of Selected Library Materials for Early Immersion* and *A Handbook for Bilingual School Resource Centres*, were published and distributed to school districts. As well, a reviewing service for French language materials was established, and the preparation and publication of *SÉLECTIONS* was completed.

Correspondence Education Branch

For all intents and purposes, the Correspondence Education Branch is a school. The big difference between the branch and a regular school is that all of the branch's students operate at a distance from its school. Some are very far away, as witnessed by the fact that during the year under review, the branch provided services to some 400 students outside of Canada in some 57 countries. As a result, except for some telephone conversations and occasional student visits, branch contact with correspondence students is by mail. Like schools, the Correspondence Education Branch provides a full range of courses, from Kindergarten to Grade 12, and is prepared to provide counselling services as required.

Besides fulfilling its traditional role of providing educational services to students isolated from regular school attendance by distance or illness, the branch enrols a large number of in-school students on a part-time basis. These students can thus take one or two courses that, for a variety of reasons, they are not able to take at their schools. The branch also enrols adults who wish to take courses that will upgrade their educational qualifications or satisfy personal interest. The numbers of students enrolled make the branch a very large school — certainly the largest school in the province. To illustrate the size of the school: during the past school year, Correspondence Education Branch enrolled 2,106 full-time and 11,866 part-time students taking one or two courses. In terms of full-time equivalent students (FTE), this translates into some 4,281 FTE students.

The branch is constantly on the lookout for ways and means of solving the many problems associated with education by

mail. One such problem is the provision of lab experience in senior science courses. In the past, cost and safety factors have limited recommended lab work to very simple, unsophisticated experiments. This past year the branch has tackled this problem head-on in the development of two new courses, Physics 11 and Chemistry 11. For students with access to lab facilities and qualified supervision, appropriate lab exercises are suggested. For other students, the lab experience is simulated through the use of innovative techniques such as describing an experiment, indicating the results, but leaving the student to draw inferences. Other means include the use of diagram sequences or time-lapse photography to illustrate time-rate or velocity exercises. These procedures, while not as good as the hands-on experience students can obtain in a fully equipped lab will, it is hoped, prove to be the next best thing.

Division of Field Services

This division has a wide range of important ties with the province's 75 school districts. It provides support services for and liaison with school superintendents and secretary-treasurers, manages elementary school assessment and secondary school accreditation, implements regional and provincial administrator training projects, manages the operating and capital grants from the province to the districts, reviews school district budgets, co-ordinates critical data collection for the Financial Management System of the Ministry, and processes continuing education grants for the secondary school system. This year the division was assigned major new tasks associated with the management of financial restraint programs in the school districts and implementation of the new program budgeting/accounting system (Financial Management System) throughout the province. These make school district management the major concern of the division. The division consists of two branches, Field Services Branch and Schools Operations Branch.

Field Services Branch

This branch serves as an important communication link between the province's 75 schools districts and the Ministry. Zonal meetings between branch personnel and senior administrative personnel from the districts are the primary means of communication. These are supplemented by regular bulletins sent from the branch to the field. As well, members of the branch provide advice on administrative issues that are specific to individual districts, and the branch organizes orientation sessions for newly appointed superintendents and secretary-treasurers. These sessions provide an explanation of the inter-relationship between school districts and the Ministry on a wide range of matters.

The evaluation reports of teachers and supervisory personnel are reviewed by the branch each year to provide the Ministry with a measure of the standard of teaching found in the province's schools. In addition, Field Services Branch monitors the supervisory positions in each district to ensure that the staff in those positions are appropriately certified and that the numbers of staff employed conform to the provisions of the *School Act and Regulations*.

Schools Operations Branch

The Schools Operations Branch of the Field Services Division works with the province's 75 school districts on the preparation of operating and capital budgets and on implementation of the elementary school assessment and secondary school accreditation programs. More specifically, the branch reviews school district operating budgets and recommends amounts for provincial grants to school districts, and arranges and monitors funding for capital programs in school districts. During the 1982/83 school year, the branch provided a vital link between the Ministry and school districts during the development and implementation of the new Financial Management System and the new *Program Accounting and Budgeting Manual*.

For its part, the School Accreditation/School Assessment section of the Schools Operations Branch accredited eight secondary schools during the 1982/1983 school year. As well,

twenty-four schools were granted one year postponements (until the 1983/1984 school year) to their accreditation requirement. Accreditation normally is carried out at least once every six years for schools enrolling grade 12 students: the completion of an internal assessment by a school's administration and staff is followed by a report prepared by a Ministry-organized, external team of superintendents, principals, and teachers. Elementary schools undergo a similar process of school assessment, but this takes place under the supervision and management of the local school districts.

The Professional Development section of the branch gives senior district administrators guidance on leadership management techniques and on emerging education issues. In 1982/83, it co-operated in the provision of six workshops for district administrators and one workshop for principals. In addition, consultative advice was provided for the B.C. Council for Leadership in Educational Administration and the Association of British Columbia School Superintendents.

Division of Special Education

The Division of Special Education, through its subsidiary branches (the Special Education Services Branch, the Hearing-Impaired and Speech Programs Branch, the Indian Education Branch, and the Special Education Administration Branch) is responsible for developing, implementing, and communicating policies and procedures on matters relating to the education of exceptional children. The division provides a variety of support services to school districts to assist them in the initiation, operation, and evaluation of a wide range of programs for special needs children.

In addition, the Division of Special Education is responsible for the approval and allocation of special education funds to school districts. This funding consists of amounts that are cost-shared with school districts and special grants that are funded totally by the Ministry or the Province. During 1982/1983, over $115 million were allocated to school districts to support special programs in the following areas.

Special Program Areas	Total Shared Special Education Funding Amounts Approved ($million)
Learning Assistance - Elementary (K - 7)	$27.24
Learning Assistance - Secondary (8 - 12)	14.46
Severely Learning Disabled	16.05
Educable Mentally Handicapped	7.02
Trainable Mentally Handicapped	4.75
Severe Profoundly Handicapped	1.69
Hospital	1.05
Homebound	1.99
Physically Handicapped	1.40
Residential	1.44
Visually Impaired	2.05
Hearing Impaired	3.29
Autistic	1.16
Severe Behavior Problems	4.40
Rehabilitation	3.67
Climate and Distance - Special Supplement	1.28
Job Training - Mod./Sev. Handicapped	1.09
English as a	10.86
Second Language	5.74
Indian Education	5.42
Speech Pathology Total	$105.05

Special Resource Programs	100% Provincial Funding Amounts ($millions)
Refugee Grants	$ 4.18
Provincial-Regional Resource Programs	
Containment Centres (4)	.58
Regional Support Centres-LD (2)	.62
Hospital	1.58
Hearing Impaired	.34
Behavior	.33
Mentally Handicapped	1.51
Autistic	.15
Learning Disabled (Residential)	.14
	5.25
Individual Student Placements	.70
Total	$ 10.13
Grand Total Funding (Approved and Allocated)	$115,18

During the 1982/83 school year, there were approximately 123,000 students who were in special programs or who received some sort of special education service. A professional and support staff of 4,540 took part in the delivery of these programs.

The Special Education Division continued to assist the Curriculm Development Branch in the development of curriculum and teacher resource guides such as the new resource guide for teachers of the mentally handicapped. In addition, the division continued its sponsorship of workshops and conferences for teachers, administrators, and parents in a number of special program areas. It also assisted the University of British Columbia in the development and presentation of two university credit courses in special education, which were broadcast over the Knowledge Network. Through the University of British Columbia and the University of Victoria, the division provided as well a series of summer institutes for teachers of special needs children.

Regular inter-ministry discussions and co-operation continued with respect to the provision of speech pathology services, auditory training equipment, school health services, and programs for pre-school handicapped children. With the assistance of the Ministry of Health, through its division of Speech and Hearing, the Division of Special Education continued to underwrite costs to school districts of auditory training equipment and speech therapy programs.

Finally, in co-operation with the Corrections Branch of the Attorney-General's Ministry, the division continued to underwrite the costs to school districts for the provision of educational programs within the Youth Containment Centres of the province.

Special Education Services Branch

The Special Education Services Branch consists of a director and four provincial co-ordinators: one responsible for the Provincial Program for Learning Assistance/Learning Disabilities, one responsible for the Provincial Program of Enrichment and Gifted Education, one responsible for the Provincial Program for the Mentally and Physically Handicapped, and one responsible for the Provincial Program

for the Visually Impaired. During 1982/1983, the branch provided consultation to 56 school districts regarding students' programs and districts' services.

In co-ordinating and implementing the inservice training activities of the Division of Special Education, branch staff made presentations to school districts, funded and presented special education programs on the Knowledge Network, organized regional workshops, and provided provincial workshops for specialist groups. A major new project for 1982/83 was the development and implementation, in conjunction with the University of British Columbia and the University of Victoria, of six intensive special education summer institutes. In response to the requests from the field, branch staff also compiled and distributed a manual titled *Evaluation of Special Programs* and provided inservice training for special education administrators on conducting evaluations of special programs in a school district. As well, personnel from the branch worked in co-operation with the Ministry of Human Resources, the Ministry of Health, and local school districts in developing program procedures and formulating budgets for the newly acquired provincial special education resource programs at Cedar Lodge in Duncan and the Youth Development Centre in Burnaby.

During the 1982/83 school year, with respect to the Provincial Program for Learning Assistance/Learning Disabilities, the Ministry of Education provided special education funding to all school districts for learning assistance programs and to 63 districts for programs to benefit severely learning-disabled students. Support services, including inservice training and program consultation were provided to 21 school districts. The co-ordinator, meanwhile, continued to be actively involved in program development at the two Regional Educational Support Centres for children with severe learning disabilities. An external evaluation of the Centres was also facilitated by the co-ordinator. Interministry activities of the co-ordinator included serving on

* the evaluation team of Tyler House, Jericho,
* the external evaluation team of Kenneth Gordon School,
* the Program Implementation Follow-Through Review Committee,
* the Junior Science Curriculum Committee, and
* the Advisory Committee on Services for Learning-Disabled Adults.

In 1982/83, the co-ordinator for the Provincial Program of Enrichment and Gifted Education provided consultation and inservice training for the implementation of programs and policy in 22 school districts. In January, a provincial conference was held for district contact people to discuss programming and policy for the development and maintenance of gifted programs. Four newsletters were sent to district contacts to maintain the provincial network of support that has been established in the field. As well, the co-ordinator was actively involved with outside organizations in planning a mathematics series with the Arts Science and Technology Centre, in consulting with the Arts Umbrella Saturday Art Program, and in initiating summer programs for gifted children (in co-operation with the universities).

During 1982/83, to further the Provincial Program for Mentally Handicapped and Physically Handicapped, the Ministry of Education provided special education funding to 69 school districts for programs for mildly mentally handicapped students, to 61 districts for moderately mentally handicapped students, to 34 districts for severely mentally handicapped students, to 40 districts for physically handicapped students, and to 33 districts for autistic students. In visits to 30 districts, the co-ordinator concentrated on providing inservice training advise and consultation for integrating handicapped students into the regular classroom, and on assisting in program development for difficult-to-serve children. The co-ordinator also worked in conjunction with the Curriculum Development Branch and educators from the field to develop a curriculum resource manual for mentally handicapped students, the *Special Education Core Curriculum Supplement*.

As for the Provincial Program for Visually Impaired, in the school year 1982/83, the Ministry continued to provide support to school districts enrolling visually impaired and blind students. The service enabled close to 500 visually impaired students to receive basic and specialized instruction (including orientation and mobility instruction) and provided inservice training and braille instruction for school district personnel. To facilitate the integration of visually impaired students in public schools, thirty-nine specialist teachers (itinerant and resource teachers) were employed among 29 school districts. In addition, the Ministry continued to provide support and services, for deaf-blind children who are attending the W.

Ross MacDonald School, Brantford, Ontario or who are enrolled in local school district programs. Such support services included the provision of specialized instruction, educational assessment, consultation, inservice instructor training, and a summer program for sixteen deaf-blind children.

In addition, the special material needs of visually impaired students continued to be met through the Provincial Resource Centre for the Visually Impaired. This centre assists schools, colleges, and institutes in the instruction of visually impaired students by lending specialized instructional resources. These include special-format editions of curriculum materials such as audio-books, braille books, and visibility enhancement devices for the partially sighted. In 1982/83, the circulation department of the centre loaned materials for use by 52 visually impaired college students, 219 visually impaired elementary and secondary school students, and 57 severely learning disabled elementary and secondary students. Over 22,000 items of special equipment and materials were put out on loan to support special needs students.

As well, the production/acquisition department of the centre produced or purchased additional special-format editions to keep up with curriculum changes and student needs. This year, over 6,000 special format items were added to the existing collection.

Finally, the PRCVI maintained its contacts with other Canadian resource agencies for the visually impaired by exchanging catalogues and "in-production" lists. Interprovincial exchanges for the year involved 56 special titles borrowed by the centre and 108 titles loaned to other provinces.

Hearing-Impaired and Speech Programs Branch

Through the Special Education Funding process, in 1982/83 the Ministry supported programs for a total of 1,123 hearing-impaired students within the public school system. Another 184 students were fully funded in Provincial Resource Programs, either in Langley, Burnaby, or at the Jericho Hill Provincial School for the Deaf.

Throughout the year, the Ministry continued to provide auditory training equipment to hearing-impaired students and to pay for maintaining it. Funding was supplied to pre-school societies and associations to encourage the provision of special educational services to very young hearing-impaired children. The demand for such services increased over the year, indicating a growing need for and an awareness of the importance of early educational intervention for these children.

The work of the special education curriculum committee in helping the Curriculum Development Branch develop resource guides for the hearing impaired resulted in the publication of the *Hearing Impaired Math Resource Book*, *Hearing Impaired Speech Resource Book*, and *Hearing Impaired Life Skills Resource Book*. Then, in co-operation with the Implementation Branch, the Hearing-Impaired and Speech Programs Branch organized a three-day implementation workshop on the guides. The curriculum committee is continuing to work on a *Hearing Impaired Communication Skills Resource Book*, which is planned for implementation in the 1983/84 school year.

In the area of speech programs throughout British Columbia, in 1982/83 school districts referred a total of 4,540 students to receive attention from one of the 152 speech and language therapists within the public school system. For its part, the branch produced general guidelines on speech and language programs for elementary and secondary students. The branch also set up a resource centre of materials available for loan to teachers of the hearing impaired. A catalogue was distributed to all school districts to advise teachers of new materials and equipment suitable for use by hearing-impaired students. As well, the services of the director and the co-ordinator were made available throughout the year to school districts to consult and to review programs for hearing-impaired students and students with speech and language problems.

Jericho Hill School for the Deaf

During the 1982/83 school year, Jericho Hill School for the Deaf provided educational programs and support services for

155 students. Residential accommodation and programs were provided for 54 of those students. The school program continued to focus on the development of special language, academic, and pre-vocational training programs at a variety of levels.

Two off-campus programs operated as a result of continued co-operation between Jericho staff and Vancouver School Board staff. Twenty-five deaf students and five Jericho teachers were integrated to varying degrees at Kitsilano Secondary School. Four primary students and their teacher were totally integrated with a grade one/two class at Trafalgar Elementary School.

On campus, students and staff continued to expand their skills in the area of computer literacy. A wide range of students from six to eighteen years of age ensured that both computers were in constant use either during computer literacy courses or during spelling, math, graphics, and design courses (as instructional aids). For the first time, typing and business education courses were introduced to junior and senior students.

Meanwhile, the health care provided through a contract with the Vancouver Health Department included medical supervision, psychological and psychiatric services, social work services, dental hygiene, speech therapy, occupational and physio-therapy services. After-school programs for primary-aged residential students were developed in conjunction with the speech therapist and physio-therapist. Both programs involve children in developmental play activities.

During September and October, school staff co-operated with the German Department of Education in order to provide practicum placements for two students from that country. In addition, the school continued to co-operate with the University of British Columbia in order to provide practicum placement for education students specializing as teachers of the hearing impaired. Research related to methods of communication was conducted at the school by a U.B.C. graduate student.

In June, 1983, seven students graduated from Jericho Hill School. Of that number, one proceeded to a newly organized college program in Ontario, two moved directly into employment, and two moved on to local post-secondary programs.

Indian Education Branch

This branch is concerned with all aspects of Indian students' education within the province's school districts. In 1982/83, through 51 participating school districts, the branch was involved in preventive and alternative programs, native language and culture programs, and the engagement of native para-professional workers in a variety of areas. A major feature of these programs was consultation and co-operation between the branch and the native Indian community.

In 1982/83, the branch continued to support an increasing number of native language and cultural study programs aimed at all students in the province's schools. Virtually every major cultural-linguistic area of the province was covered by this program.

An advisory council on Indian Education continued to function and to advise the branch on policy and programs in Indian education. Most of the council's ten members were native people involved in education. In 1982/83, the Indian Development Education Assistance (IDEA) fund continued to support research & development and demonstration projects in a variety of areas in the field of Indian education.

During the past year, the branch continued to work in the curriculum area and completed and released to the field the *Language Arts for Native Indian Students Resource Book*. It also completed the *West Coast Indian Fine Arts Kit* with the release of a video tape and guide related to the work of Nisgha artist, Norman Tait, as well as a tape and guide concerned with the revival of the traditional forms and the creation of new forms in northwest coast art.

Division of Teacher Services and Research

The Division of Teacher Services and Research is a new Ministry division, just completing its first year of operation. Its functions are performed through two branches, the Research Services Branch and the Teacher Services Branch.

Research Services Branch

The Research Services Branch performs an institutional research function for the Ministry, providing back-up information for Ministry administrators as required. During 1982/83, several specific projects were initiated and completed by the branch. These included preparation of a report on quality factors in schooling, definition of a format for supply/ demand studies, and completion of a study on supply/demand for Industrial Education teachers.

Teacher Services Branch

The Teacher Services Branch is responsible for three major functions: the certification of teachers; the administration of teacher appeals on decisions relating to suspension, dismissal, termination, and transfer; and the promotion and administration of inter-provincial and international teacher exchange programs.

In the 1982/83 school year, the branch responded to over 27,000 inquiries related to teacher certification. Evaluation staff completed approximately 5,000 assessments of teaching credentials and issued 3,188 new provincial teaching certificates. During this same period, the branch established six Boards of Reference to review appeals of suspension or dismissal and four Transfer Review Committees. In response to the increasing frequency of dismissal and transfer appeals, the branch is currently undertaking a re-examination and assessment of the appeal process. Finally, the branch processed over 200 applications from teachers wishing to participate in professional exchange programs in 1982/83. Of this group, 25 were placed in exchange assignments in the United Kingdom, 29 received placement in Australia, four were

placed in the United States, three went to Ontario, one went to Quebec, and one went to Nova Scotia. The inter-provincial exchange program will be expanded during the next school year to include New Brunswick, Prince Edward Island, and Manitoba. The Netherlands have also agreed to participate in an international exchange in 1983/84.

Division of Schools Facilities

This division is responsible for meeting the facilities and equipment requirements of the provincial school system. This is accomplished through the development and processing of capital budgets for the 75 school districts in the province. During the 1982/83 school year, the division approved funds for 340 projects amounting to $122,114,514. The following summary lists the capital expenditures by category for this period.

Sites	$ 8,475,959
Construction	91,301,559
Equipment	12,203,994
Fees and Contingencies	10,133,002
	$122,114,514

Other significant activities carried out by the division included the upgrading of the provincial schools facility space inventory and the transfer of school district insurance programs from ICBC to the private sector. This latter initiative resulted in increased coverage for schools with a significant reduction in the deductible (from $5,000,000 to $500,000 for any one loss).

Enrolment forecasts indicate that there will be a continuing need for new elementary facilities as well as a need to upgrade aging facilities with emphasis on adaptation of physical plants to meet modern program requirements. The expected continuation of fiscal restraint will necessitate careful planning and budgeting to achieve maximum results with limited capital resources.

Independent Schools

The publicly subsidized, government-inspected independent school sector of the province's education system continues to grow in size and complexity. The number of pupils qualifying for support under the terms of the *School Support (Independent) Act* has risen since 1978 from 16,817 to 22,476. All parts of the independent school sector have participated in this 33 1/3 per cent growth over the five-year period. The dynamism reflected by this growth is evident in all four groups of aided independent schools.

The largest group continues to be the 66 Catholic schools situated in five dioceses: the Vancouver Archdiocese (covering the lower mainland from Powell River to Chilliwack), Victoria (covering Vancouver Island), Prince George (covering a vast area from Prince Rupert to the Peace River country), Nelson (covering the Kootenays and the Central and Southern Okanagan), and Kamloops (covering the North Okanagan, Thompson and Shuswap areas). Although it is the smallest diocese Kamloops has the distinction of having within its borders a school that has been in continuous operation longer than any other school, public or independent, in the province. St. Ann's Academy in Kamloops opened its doors in 1880 and continues today in renovated and expanded quarters as a strong educational presence in a vibrant and growing city. In the other dioceses, similar examples of revitalization are evident.

The second-largest group of independent schools is also the fastest-growing. It consists of 28 non-aligned schools offering a wide range of educational approaches and having a variety of religious/cultural affiliations. The group includes Montessori, Waldorf, Mennonite, Jewish, and Canadian Reformed Schools, as well as schools such as Kenneth Gordon (for students with dyslexia), Discovery (for students with learning problems), and the Vancouver Oral Centre (for hearing-impaired students).

The third-largest group is the Society of Christian Schools, with 26 schools. These are parent-controlled schools affiliated with the Society of Christian Schools International. Although vigorously Bible-centred, they are not fundamentalist, as that term is popularly understood. A measure of the interest these schools are generating is the fact that some of them have connections, through the enrolled pupils and their parents, with over 30 churches of different denominations.

The smallest group of independent schools is the Independent Schools Association -- ten schools, seven of which are boarding institutions. These are long-established, academically oriented schools best described, perhaps, as modern Canadian versions of the traditional British public (i.e., private) schools. They represent only 7 1/2 per cent of the total number of independent schools, but the demand for places in them is particularly strong at the present time, with most schools reporting long waiting lists.

All in all, during the 1982/83 academic year, 130 schools with 22,476 students qualified for support under the terms of the *School Support (Independent) Act*. This represented an increase of six schools (4.8 per cent) and 618 students (2.83 per cent) over the previous year's figures. Of the 130 schools, 121 qualified for Group 2 grants, averaging $954 per student (i.e., 30 per cent of the average per-student operating cost incurred the previous year by the public school districts where the independent schools are located). Nine schools qualified for group 1 grants, averaging $263 per student (i.e., 9 per cent of the average public school per-student operating cost for the previous year). The grant levels of 30 per cent and 9 per cent have not changed since the first grants were paid in 1978. Any increase in total grant payments from one year to the next is caused by two factors: increased enrolment of qualifying students, and increases in public school per-student operating costs. Similarly, any decrease that may occur in enrolments or public school costs will automatically affect the totals of independent school grants the following year. Because independent school grants are tied to public school costs of the previous year, budgetary restraints applied to public schools automatically affect independent schools a year later.

Also during 1982/83, 40 external evaluations were conducted for Group 2 classification by teams of three to six members. Four, newly retired school superintendents joined other retired superintendents to chair evaluation teams recruited from the ranks of practising teachers and school administrators. A new and detailed *External Evaluation Guide* helped team members and the personnel of schools being evaluated. The positive impression gained overall by the teams was reinforced by an analysis of provincial learning assessment results obtained over the past three years.

Educational Finance Department

As its name suggests, the Educational Finance Department is responsible for overseeing the Ministry's financial affairs -- updating the Ministry's funding system for schools, analysing school district budgets, supervising Ministry branch expenditure levels, and representing the Ministry's financial interests in negotiations with educational agencies and other levels of government. During 1982/83, the department dealt with the difficult problems of adjusting budgets to accomplish the government's restraint objectives. The three divisions of the department, Finance Research and Economic Analysis, the Ministry Comptroller, and Budget Development and Analysis all co-operated in carrying out this task.

Division of Educational Finance Research and Economic Analysis

This division provides the Ministry with information related to questions of property taxation and school finance. In addition, it provides analyses of the economic and financial impacts of various school funding policies.

In 1982/83 , the unit continued to examine methods whereby growth in property taxation for school purposes could be brought under control. Studies whereby the Ministry might implement restraint were also undertaken. Those studies led to a series of simulations showing the probable financial effects that would be caused by various methods of implementing restraint programs.

The Division of Educational Finance Research and Economic Analysis collaborated as well with the Division of Field Services and the Division of Schools Facilities (Schools Department) in order to produce the detailed calculations required to implement the new fiscal framework system, and to provide simulations of the financial consequences associated with the various service levels under study for the system.

The unit continues to monitor developments in school finance throughout Canada, the United States, and Great Britain, with the objective of selecting the most desirable features from these systems and simulating the effect of their inclusion in British Columbia finance formulae.

Division of the Ministry Comptroller

The Division of the Ministry Comptroller is responsible for the development and maintenance of effective internal financial reporting and control systems. It is also expected to provide Ministry managers with the timely financial information they need to manage current operations and plan for the future.

In carrying out its duties, the division maintains liaison with various branches of the Ministry of Finance (including the Office of Comptroller General) and with Treasury Board staff regarding matters of finance and financial administration. In addition, the division maintains liaison with the Office of Auditor General regarding expenditure audits. It oversees Ministry accounts (monitoring and maintaining records of all expenditures), fund transfers, payroll, and internal audits. It also arranges for the distribution of monthly financial management reports to all Ministry managers who are responsible for budgets.

The Internal Audit Branch, which was established late in 1981/82, had a Director and an Audit Co-ordinator appointed in June 1, 1982. During the 1982/83 year, the branch had its terms of reference approved by the Ministry and completed major audits of six Ministry branches. In addition, the branch completed a number of special investigations and was required to provide operational assistance to the Schools Department.

Division of Budget Development and Analysis

The Ministry's Division of Budget Development and Analysis develops, monitors, and analyses the Ministry's annual budget. The division is also responsible for assisting budget unit managers in dealing with budget problems related to cash flow, fund reallocation, budget unit spending and program funding. The division also maintains liaison with Treasury Board, the Office of the Comptroller, and other government central agencies on all Ministry budget matters. The division is involved as well in long-range cash forecasting (e.g., making five-year operating budget forecasts).

The first of the following tables allows a comparison of the growth in educational estimates for the last five years. The second, two-page table provides information on educational allocations and sources of funding for 1982/83.

Growth in Estimated Expenditures
(in $ millions)

	1978/79*	1979/80	1980/81	1981/82	1982/83
Net Provincial Support to Education	817.1	877.6	1,013.4	1,172.4	1,275.9†
Schools (Calendar Year)					
Operating	1,026.8	1,035.6	1,153.6	1,369.4	1,624.9
Capital	106.0	115.4	126.6	144.3	167.6
Total	1,132.8	1,151.0	1,280.2	1,513.7	1,792.5
Colleges and Institutes					
Operating	159.51	199.72	229.63	273.61	305.90
Capital	18.68	19.75	26.75	38.89	55.00
Total	178.19	219.47	256.38	312.50	360.90

* These figures are drawn from the sources listed below. In these sources, Ministry of Education estimates indicate larger expenditures than those shown here, but include funds spent by the Ministry of Universities, Science, and Communications for such items as Metric Conversion and Student Aid Programs.

Sources: Ministry of Education Estimates Book, 1980/81; 1981/82; 1982/83. Ministry of Universities, Science and Technology Estimates Book, 1978/79.

†A further estimated $54.9 million was spent through the Employment Development Account (see Schedule B, Provincial Estimates, 1982/83.) This amount is not voted within the Ministry Estimates.

Educational Allocations and

Sources of Funding	(in $ millions)
School Districts	
Provincial Grants to Schools	$ 1,622.8
Provincial Homeowner Grant	$ 1,253.5
Property Taxation	
Residential (net of Homeowner Grant)	$ 1,177.5
Non-Residential	$ 1,657.1
Miscellaneous Grants and Revenue Sources	$ 1,181.6
Subtotal	$ 1,792.5
Colleges and Institutes	
Provincial Grants	$ 1,261.2
to Operating	$ 1,155.0
to Capital	$ 1,133.7
Tuition Fees	$ 1,111.0
Miscellaneous Revenues	
Subtotal	$ 1,360.9
Grants from the Federal Government	$ 1,193.0
Recoveries for Public School Operations	$ 1,111.2
Recoveries from other Provincial Ministries and Agencies	$ 1,133.1
Provincial General Revenue Fund	$ 1,256.1
Subtotal	$ 1,483.4
Total	$ 2,636.8

Sources: 1982 School District Composite Budget; Ministry of Education Estimates Book, 1982/83; B. C. Assessment Authority.

Sources of Funding — 1982/83

Gross Allocations		**(in $ millions)**
School Districts		
Operating		$ 1,594.0
Capital		149.2
Non-Shareable Accounts:		
- Operating	$ 30.9	
- Capital	18.4	49.3
	Subtotal	$ 1,792.5
Colleges and Institutes		
Operating		305.9
Capital		55.0
	Subtotal	$ 360.9
Homeowner Grants		253.5
Teachers' Pension Fund		112.0
Student Aid Programs		6.2
Other Support Expenditures		111.7
	Subtotal	$ 483.4
	Total	$ 2,636.8

Management Operations Department

The Department of Management Operations is charged with providing leadership and direction in the areas of Ministry policy development, management systems development, personnel, and provision of support services. The department contains five divisions: Policy and Legislative Services, Data and Office Technology, Administrative Support Services, and Personnel Services. During 1982/83, the Print Services, Publication Services, and Provincial Education Media Centre branches were brought within the Administrative Support Servicies Division of this department.

Outside the Ministry of Education, the Government Employee Relations Bureau, the Public Service Commission, the B.C. Systems Corporation, and the B.C. Building Corporation were the central agencies of government with which this department maintained liaison in discharging its responsibilities.

Introduction of office technology and co-ordination of the efforts that went into the development of the school district Financial Management System were the preeminent activities undertaken by the department this year. Consolidation of the Ministry's office space in Richmond and Victoria resulted in more efficient and effective accommodation. Of course, preparation of legislation for the Ministry continued as a significant activity.

Division of Administrative Support Services

During 1982/83, as a result of task realignment within the Ministry, the Division of Administrative Services was expanded to include the Print Services Branch, the Provincial Educational Media Centre, the Publication Services Branch, and the Project Planning Centre.

One of the major tasks undertaken by this division was to plan and carry out a physical reorganization of Ministry offices in Victoria and Richmond. The ultimate goal of this reorganization was to consolidate Ministry work spaces in both locations in order to facilitate intercommunication among branches, achieve efficiencies in the use of space, and obtain

significant economies in the long term. Already these goals have been achieved. Consolidation has made it possible for the Ministry to realize savings by vacating some more costly accommodations. Accommodation assignments remain subject to continued review, and further possibilities for effecting savings and increasing efficiency will be explored.

Print Services Branch

Print Services Branch, located in Richmond, handles the publication of almost all Ministry print materials. During 1982/83, a year when fiscal restraint became a paramount consideration, the editorial, design, typesetting, and print specialists who make up the unit were challenged to produce an ever-increasing volume of print more inexpensively, while still maintaining the Ministry's high standards of quality on all learning and teacher-support materials. To meet this challenge, staff members adapted existing book designs that had involved the use of costly color printing so that reruns could be handled more quickly and cost-effectively using single colors. At the same time, Print Services offered Ministry branches a less expensive alternative to complete typesetting by developing composition techniques that integrated typesetting and wordprocessing technologies.

To articulate and rationalize long-standing Ministry procedural principles, Print Services' editors produced *Policy Guidelines, Reference Authorities, and Procedures for Editors*. By making information on the Ministry's editorial procedures available to authors, contract editors, and administrative personnel, this document helped those involved in manuscript development assess the quality of submissions, expedited the author/editor consultation process, and laid the groundwork for a more cost-effective standardization of the Ministry's output.

The success of Print Services' efforts becomes evident upon examination of the publications issued during the year. In addition to assisting in the preparation of the 1981/82 *Annual Report*, the unit produced several specialized information publications such as *Information About Publications Services*, the *Correspondence Catalogue*, and two Young Writers Project implementation handbooks.

In the curriculum field, Print Services published two new Elementary French as a Second Language resource books, *Culture* and *Methodology*, as well as two important curriculum guide/resource books: *Secondary Art Guide 8-12: Themes* and *Performance One* (Acting 11). In the field of post-secondary education, 1982/83 saw publication of *ABE English and Communications Curriculum Guide* and *ABE Mathematics 2*. Finally, many reprints and a large amount of utility printing were produced, testifying to the maintenance of the unit's mechanical efficiency.

Provincial Educational Media Centre

In fulfilling its mandate to provide top-quality educational materials to the school system, PEMC made outstanding contributions during the past year through the provision of centralized services to post-secondary institutions, through the evaluation and distribution of microcomputer courseware, and through the production and distribution of video materials for inservice training.

The introduction of a centralized system to evaluate and purchase materials required by post-secondary students enabled the centre to acquire some 500 programs for delivery through the videotape duplication and distribution system. Approximately 300 of these programs were directly related to the Training Access (TRAC) Program introduced in the colleges and institutes, while 200 were broadcast by the Knowledge Network. Savings of more than 60 per cent were realized due to the centralized purchase of these materials.

In its first full year of operation, the "microware" evaluation and distribution service proved to be a valuable resource for classroom teachers. A recent survey showed that PEMC has become the primary source of microcomputer courseware in British Columbia schools, while the evaluation service has been welcomed by districts as an aid in sorting through the array of new courseware available from commercial suppliers. Finally, the provincial price negotiated by PEMC enabled schools and colleges to purchase blank microcomputer diskettes at a 50 per cent discount.

In the area of production, the centre was able to demonstrate the value of an integrated program development facility during a period of declining revenues. In co-operation with the Program Implementation Branch, a number of low-cost videotapes were produced to take the place of face-to-face workshops describing curriculum changes and innovations. The tapes were distributed to all school districts.

The production unit also gained recognition by winning two awards for the program "Othello in 5..4..3.." at the Yorkton International Festival for Films and Videotapes. The program, designed to improve students' understanding of television, was awarded the Golden Sheaf for best editing and the Gilles Cloutier Award for "outstanding use of video in contributing to social, political, or cultural developments".

Distribution of
Audio-Visual Materials
1982/83

Total films supplied	40,773
PEMC K-12 Films/Videotapes/Audiotapes Catalogue	6,582
PEMC Post-Secondary Films/Videotapes/Audiotapes Catalogue	1,572
K-12 Films/Videotapes/Audiotapes Supplement	7,000
PEMC Post-Secondary Films/Videotapes Supplement	900
Sing Out! 1981/82 (students' booklet) reprint	6,000
Broadcast Guides	10,300
Broadcast Calendars	9,500
Pictures in the Air	500
Soundscape Activity Cards (500 sets)	500
Media Resources Guides	
-- *Secondary Art*	3,500
-- *Consumer Education 9/10*	3,000
Teacher Guides	
-- *Sing Out!*	500
-- *B.C. Days*	500
-- *Soundscape* (reprint)	500
You Can't Get There From Here (student tabloid)	15,000
Le Moulin à Paroles Guides	300
Understanding Film & Television Guide	2,000
Use of PEMC Programs Survey	2,200
PEMC Microware Catalogue	8,100

Evaluations: Microware	8,500
Evaluator's Guide	3,500
Microware booklet	1,000
Audiotape Programs	10,818
Videotape Programs	23,778
Microcomputer Courseware	1,209

Educational Television Broadcasts, 1982/83

Number of programs broadcast on C.B.C.	180
Number of programs broadcast on K.N.O.W.	320
Number of students viewing	111,476
Number of schools reporting	1,302

Publication Services Branch

This year, as in the past, Publication Services met all the textbook needs of British Columbia's public and independent schools. Most of the new classroom materials required by teachers and students were shipped to arrive before school opening, with virtually no late deliveries. All told, the value of textbooks, curriculum guides, audio-visual tapes, vocational education, and correspondence education materials shipped during 1982/83 was about $11.5 million, while the combined weight of these materials was approximately 2 million kg (4 million pounds).

This year, to help hold down the costs of education, the branch instituted a cost-saving rebinding policy, under which each school district was asked to spend a 5 per cent minimum amount of the value of its orders on repairing existing textbooks, rather than buying new replacements. Approximately 100,000 textbooks were repaired by provincial rebindery agencies, resulting in a saving of over $1 million when compared to the costs of buying new. Also, to determine whether cost savings can be achieved by using long-lived, hard-cover editions

of books instead of paperbacks, the branch initiated a field test using several paperback novels that had been upgraded into hard-cover format. Results of this experiment will be known next year.

As part of its distribution service, the branch collated and shipped some 24,000 correspondence courses to 20,000 students during 1982/83. These were sent to isolated areas of the province and overseas. As well, $125,000 worth of books were distributed under the School Library Book Purchase Plan, which ensures that a variety of trade books written and published in British Columbia get sent to every school library.

Finally, to ensure a speedier and more efficient distribution of materials, Publication Services used a new, state-of-the-art computer system with six terminals, which also allowed the staff to give instant answers to questions regarding accounts, back orders, shipping dates, etc. To ensure that materials required by schools were fairly and equitably distributed, the branch continued to manage the Credit Allocation Plan, the provincial cost-accounting program for learning materials distribution.

Project Planning Centre

During 1982/83, a year of restraint in government spending, the efficient use and deployment of government resources continued to be the main objective of this office.

The Project Planning Centre was the focal point for the planning and monitoring of a variety of Ministry initiatives using the project format. Perhaps the most significant was the development of a school district management information and funding system. Other projects included the development of an independent schools information system, redesign of the student aid computer system, the Schools/Industry Career Interface Project, the Correspondence Education Branch Management Study, the Victoria Headquarters Project, the Inventory Project, the School District Computer Acquisition Policy Implementation Project, and the Facilities Inventory Enhancements Project.

To an increasing extent throughout the year, the Project Planning Centre managed a number of important central support services with the objective of achieving significant efficiencies and cost savings. The job included administering the Ministry's photocopiers, where substantial savings continue to be achieved, handling the Ministry's mail service, vehicles, and inventory of office furniture and equipment, as well as co-ordinating within the Ministry the application of the *Document Disposal Act*.

Division of Policy and Legislative Services

In 1982/83, a change in educational legislation was brought about directly by Bill 89, the *School Services (Interim) Act*. It was an Act of great significance to the public school system, changing the "rules" with respect to non-instructional days, amounts of annual pay for educators, use of non-shareable capital in operation functions, the school calendar, and certain kinds of teacher transfers. This Act, coupled with the application of the province's Compensation Stabilization Program to salary bargaining in Education, prompted a large number of enquiries from individuals and from organizations. Challenges to the legislation also led to a great deal of research and reporting on the part of divisional staff.

In keeping with its role, the division administered and monitored the effects of legislation and regulations governing the bargaining process at the school district levels. The two Acts mentioned, and the fact that 62 of the 68 districts negotiating proceeded to arbitration, caused the process to be far more complicated than it normally is. The monitoring of the process, normally concluded by December 31, was continued until the end of the 1982/83 school year and will continue into the next.

The introduction of Canada's *Charter of Rights and Freedoms* led to an analysis of all education and related legislation to see if there were any areas in which provincial legislation conflicted with the *Charter*. None were found,

but since it is expected that there will be continuing interpretations of particular sections of the *Charter*, and that these interpretations may indicate a conflict (which must be removed), it will be necessary to continue to monitor the application of the *Charter*. Other federal legislation such as the *Access to Information Act*, the *Privacy Act*, and the *Young Offenders Act*, needed to be examined carefully to assess the impact on the B.C. educational system.

The *Manual of School Law* and the *Manual of Post-Secondary Law*, consolidated in 1981/82 by the division, have proved to be very valuable in the field and in libraries across the country. During this school year, over 500 legal opinions and judgements were recorded. These are being coded for inclusion in the division's Legislative Reference Service. The Indices to the consolidated Manuals have now been included in the *Revised Statutes of B.C.*

Paralleling this legislative work, a consolidation of information on Ministry policies and legal obligations was carried out. The first draft of this consolidation is completed and will be refined during the next school year. Legislative and policy information will be coded so that quick and accurate retrieval of information on any particular topic will be possible through electronic means.

Special research also continued steadily during 1982/83. A survey of special education legislation and practice in Canada and the U.S. was carried out. Other research included examinations of parental involvement in education, school-based management, the Quebec *White Paper on Educational Reform*, quality assurance in education, and Boards of Reference.

Division of Data and Office Technology

This second year of operation for the Division of Data & Office Technology (formerly known as the Division at Data and Information Services) was dominated by activities designed to

meet the demand for productivity increases through automation. A policy and related procedures were implemented within the Ministry to enable timely introduction of microcomputer technology where warranted by demonstrable savings in time and monies. Over the course of the year, a total of sixteen microcomputer systems were implemented, consistent with this policy.

To further improve operational productivity in the Ministry's offices, substantial additions to the wordprocessing network were completed. The result has been an extension of the network to the Ministry's five locations in Victoria and Richmond, ensuring that all units have access to this tool.

The division also launched a major effort to help school districts meet their administrative support system needs through automation. A capital-cost-sharing program introduced last year was implemented, permitting a total of thirty-four districts to obtain in-house computer systems for their central administrative requirements. The program included the formation of a consortium of small school districts, which, with the assistance of personnel from the division, was able to obtain, through collective planning, a computerized system costing substantially less than any that could be achieved through individual effort previously.

Data Services Branch

During 1982/83, the Data Services Branch of the Division of Data and Office Technology was involved in the planning, development, evaluation, and operation of computer systems within the Ministry. The branch also provided statistical and analytical support to Ministry personnel, helping them transform the data into a management resource.

The management of data system development projects ensured that "user" branch requirements were effectively translated into systems design, that cost-effective and viable system alternatives were chosen, and that adequate documentation and staff training took place. Computer systems developed in 1982/83 with Data Services support included the Independent

Schools system, the Special Programs Enhancement system, the STATS Enhancement system, the Schools Facilities Enhancement system, the Post-Secondary Priority Budget system, and the Personnel DISPERS system.

The planning, budgeting, and assessment process undertaken for proposed computer systems involved the identification of system requests, preparation of an overview of the system requirements and, for those systems ranked highly by Deputy Ministers, the appraisal of development and operating costs for budgeting purposes. Such appraisals required one-two weeks of effort and were completed for the Automated Information Exchange system, the Directory & Information system, the Field Awareness system, the Capital Projects Monitoring system, the Correspondence system, the Facilities Inventory system, the Priority Budget system, the Assets Inventory system, and the Library Support system.

The review and evaluation of existing systems, as well as being a Treasury Board requirement, allows for a critical re-examination of the cost and utility of computer systems. Reviews were conducted, during 1982/83, for the following systems: the Publication Services system, the School, Teacher, and Timetable system (STATS), the Facilities Inventory system, the Special Programs system, the Faculty Workload system, the Post-Secondary Enrolment system, and the Financial Management Report system.

The provision of data entry services is a major aspect of the Data Services Branch's data-processing role. Utilizing a Northern Telecom 445, six data-entry terminals provide for the on-line input and editing of data with batch transmission to master files on the B.C.S.C. host computer. More than 120,000 forms were processed during the year, approximately half during the October to December period, requiring the use of double shifts for terminal operators.

Also during 1982/83, the Data Services Branch undertook the provision of technical assistance (i.e., programming help) to Ministry personnel running their own programs. A total of 208 requests for assistance were supported through the HELP!

desk, accounting for 135 "person-days" of effort. The "in-house" service provided Ministry personnel with an immediate response when problems arose and the continuously available expertise of one individual allowed for the development of maintenance expertise for ongoing support.

Finally, of the services provided by Data Services, the analysis and dissemination of statistical information is one of the most important. This service includes the production of statistical tables, reports, bulletins, and booklets. Over 400 requests involving statistical information were responded to in 1982/83, with 154 of these — usually those requiring the most detailed analysis — coming from within the Ministry. A total of 307 requests from school districts, colleges, and the public were also handled. The introduction of integrated data files, color terminals, and a graphics printer allowed for rapid access to statistical data and reporting in order to respond to the growing number of enquiries. Of particular importance was the increasing focus on managerial, policy, and finance-related issues and on the application of analytical and forecasting techniques.

Personnel Services Branch

During 1982/83, the Personnel Services Branch maintained a broad range of human resource management and general personnel services on behalf of the Ministry, including labor relations and contract administration, manpower and contingency planning, organizational studies preparation, staffing functions, and central agency liaison functions. Requests from Ministry managers for classification reviews of positions continued at a relatively high level.

The branch continued the development and co-ordination of Ministry staff training activities. These included the carrying out of a comprehensive "needs survey" in conjunction with Ministry employees and managers, and the development of internal systems and procedures for staff training and for authorizing, recording, and reporting expenditures.

Ministry Library

This branch provides library services to all personnel within the Ministry. During the year, restraint in government spending brought new issues and challenges to the Ministry. Providing high-quality education at reduced funding levels became a key requirement, and the library played an important part in providing researchers and decision-makers with literature surveys on relevant topics. This was largely accomplished through the Library's newly acquired on-line search facility, which allows the Library access to large, international data bases such as DIALOG. The resulting literature searches proved to be relevant, economical, and timely, thus greatly improving the Library's response time.

Another step forward was taken this year with the introduction of electronic mail for the handling or inter-library loans. This facility significantly reduced the amount of time required for library users to obtain loans and opened up a large, nationwide network or academic and government libraries whose holdings were previously unavailable to the library. By drawing on the resources of these large centres, the library can reduce its journal and book holdings to a great extent.

Also in the interests of reducing spending, the Library assumed responsibility for monitoring subscription-ordering on a Ministry-wide basis.

Post-Secondary Department

The Post-Secondary Department is responsible for allocating funds to the province's 21 colleges and institutes and for overseeing the administration of those colleges and institutes. It has specific responsibility for apprenticeship programs, student aid, and adult education. While retaining close ties with federal and provincial agencies, this department also carries out the mandate of the Ministry of Education abroad.

There are three divisions in this department: the Division of Management Services, the Division of Continuing Education, and the Division of Program Services.

Division of Management Services

During 1982/83, restructuring of the Post-Secondary Department brought the Post-Secondary Operations Branch and the Post-Secondary Facilities Branch within this division. Consequently, the Division of Management Services, responsible for planning and allocating capital and operating budgets to the province's colleges and institutes as well as managing student aid programs, now comprises four branches: the Policy and Planning Branch, the Post-Secondary Operations Branch, the Post-Secondary Facilities Branch, and the Institutional Support Services Branch.

Policy and Planning Branch

During 1982, the Policy and Planning Branch worked on developing and using the "Statement of Mission, Goals, and Objectives" for the college and institute system. Approved by the Minister on May 4th, this document set out for the first time detailed goals and objectives that the college and institute system will be expected to try and meet over the next five years. In response, the colleges and institutes each developed new five-year plans to advise the Ministry of their particular goals and objectives and indicate how they intend moving toward those goals.

Institutional Support Services Branch

During 1982/83, a joint committee of college principals and Ministry staff worked on developing a new mechanism for

allocating operating budgets and devising a new formula for use in the allocation process. It is anticipated that the mechanism and formula will be in place for allocation of the 1984/85 budgets.

Meanwhile, the Student Aid section of the branch responded to the 46 per cent increase in student aid requests occasioned by factors in the economy. Despite this very large workload, the branch was able to serve all clients, most in a timely manner. A computer-based information system was developed and implemented during the year, which will greatly assist in future, the analysis and monitoring of student requests and aid disbursements.

Post-Secondary Operations Branch

During 1982/83, the major accomplishment of the Post-Secondary Operations Branch was to introduce a uniform financial and accounting system for the colleges and institutes.

Post-Secondary Facilities Branch

During 1982/83, this branch oversaw the completion of 14 new buildings in nine institutions. The largest buildings were those provided for Vancouver Community College: the new King Edward campus building and the addition to the College's Vancouver Vocational Institute campus.

Division of Continuing Education

In 1982/83, the Continuing Education Division reassessed its goals and priorities in order to respond in a positive way to the restraint program.

The Ministry policy statement describes the principal functions of the division as "policy development and leadership, co-ordination and liaison, provincial needs identification, program planning and development, financial allocation in selected program areas, and system-wide monitoring." Revised priorities resulted in more emphasis on

co-ordination and monitoring and less on development of new programs. No additional policy statements were developed. However, two objectives that influenced all activities in the Continuing Education Division were

to increase the productivity and efficiency of the system;
to increase the quality and effectiveness of programs.

In the adult basic education area, staff sought to increase productivity and respond to those educational needs that emerged as unemployment increased. The issue of productivity was addressed by increasing the information exchange on innovative, efficient delivery systems and by emphasizing the effective use of existing curricular materials. The promotion of learning centres also assisted several institutions to better serve their community while holding down costs. New curriculum guides were initiated in science and mathematics. These adopted a flexible approach to the selection of course outlines, which can now be more closely tailored to general career goals. As well, in December 1982, Adult Special Education (ASE) was designated as a provincial priority program by the Ministry, and all colleges and institutes were so informed. Overall, while 1982/83 was not a year for expansion in adult basic education, the emphasis on productivity and the effective use of limited resources paid dividends.

As part of the division's activities, work continued this year on the development of the *Alternative Route* curriculum. In addition, the Ministry began to focus on the need to co-ordinate its approach to special education at the adult and pre-adult levels. In particular, the Ministry issued a discussion paper, *Career Education for Mentally Handicapped Adults*, during the spring of 1983. In this paper, the relevant educational needs are reviewed, current provisions to meet these needs are summarized, and several recommendations for Ministry action are made. Overall, the benefits of a comprehensive and co-ordinated career education model are explored, and several important steps are taken toward clarifying the elements of such a model.

In the area of Community Education, the establishment of a consortium of adult educators to address the economic dislocation caused by high unemployment was the most

significant development. Consortium members shared information and ideas, and this led to the development of a number of creative responses to problems identified in their communities. Among these responses was the development of a "Tough Times Resource Kit," full of ideas and activities for use by community educators.

The division also worked with the foster parents to develop a foster parenting profile and an inventory of available learning resources organized according to the skills in the profile. This development is unique in Canada, for the first time giving foster parent groups and educators a systematic framework to provide comprehensive training for foster parents. As well, the division encouraged and worked with the B.C. Federation of Foster Parents Association and the B.C. Council for the Family to develop an educational teleseries for their respective groups throughout the province. The result was an eight program, live, interactive teleseries on various issues and aspects of parenting.

In conclusion, 1982/83 saw the Continuing Education Division concentrating on achieving increased efficiency through better co-ordination and an emphasis on high-quality programs.

Division of Program Services

Although the primary focus for the Division of Program Services this past year was on training at the vocational entry level, every program area supervised by the division was subject to intense scrutiny. The onset of the deepest recessionary trend since the depression of the 1930s meant that program offerings had to award extremely high returns in terms of employment upon graduation. This led to an inexorable shift away from university transfer offerings to employment-related training in the vocational and technical area. It was therefore necessary that a fairly strong stance be taken to protect programming in the arts, humanities, and sciences. By year end, it was clear that a basic core of university transfer programs would be preserved. This core maintains the educational balance so necessary in a province as diverse as B.C.

University transfer courses, as a component of each insitution's core programming within a community, became a major thrust of the Ministry's Five-Year Planning exercise. By year end, the planning process was in full swing, and Program Services Personnel were playing a major role in the analysis of long-range program plans of the colleges and institutes.

The federal government's Skills Growth Initiatives were also having a major impact in the province as capital and developmental funding was made available to help institutions enter the 21st century programming of robotics and CAD/CAM. The colleges of New Caledonia in Prince George, P.V.I., B.C.I.T., and Kwantlen in the Lower Mainland all took the initial steps toward "hi-tech" programming. It will be 1983/84 before the full impact of this instruction occurs. However, the province's industrial base should benefit significantly from the institutions' venture into CADD, CAD/CAM, micro electronics, and robotics.

Vocational Programs

In the spring of 1982, a major policy decision concerning the structure and delivery of entry-level vocational programs was made by Cabinet. As a result, significant curriculum revision activities were initiated by the Program Services Division to replace pre-apprentice programs and to meld other existing pre-employment programs into a new program structure. With the endorsement of the Ministry of Labour, the Provincial Apprenticeship Board, the Occupational Training Council, and the trade advisory committees, the division began the design of a new program called TRAC (an acronym for Training Access). TRAC is a competency-based program designed to facilitate self-paced study and is structured according to three levels of achievement known as Common Core, Occupational Core, and Speciality Level. Although the program was inaugurated in January, 1983, curriculum revision and development activities will continue as additional vocational programs are converted to the competency-based, self-paced model. Greater ease of student access and withdrawal from the program is an important feature. In addition, increased efficiency and cost saving are expected by the continuous filling of training space in courses.

Early in the year, a successful overseas training development project was completed by the branch, under contract to the Canadian International Development Agency: using instructors recruited from the colleges and institutes to train and advise Indonesian counterparts, five trade programs are now operating at the Samarinda Vocational Training Centre on the island of East Kalimantan. A second contract for the development of five additional programs and the purchase of equipment for the Samarinda Centre has been signed by the Ministry with C.I.D.A. A team of seven advisors will begin the second phase of the project in October, 1983.

Academic/Technical Programs

A number of interprovincial discussions this past year have resulted in the development of a standardized contract for interprovincial training agreements. These agreements enable the four western provinces to each provide cost-effective training opportunities for small numbers of people in a limited number of highly specialized areas. Interprovincial work is also being carried out in the field of distance education. Negotiations are currently underway between the four western provinces and the territories to set up a mechanism that will foster co-operation in various distance-learning program areas and various development activities.

Within the province, several major curriculum projects were sponsored by Academic/Technical Programs in 1982/83. A test-item bank for licensed practical nurses was developed (the bank includes a theory component, a practical laboratory component, and an audio-visual identification component); a revised, distance-education R.N. refresher program at 25 per cent cost-reduction was developed; and a curriculum comparison study of several diploma nursing programs and the baccalaureate nursing program at U.B.C. was undertaken. Development work on computer and electronic programs was also completed. This resulted in development of an electronic mail system, a local networking system, and a computer-managed learning system for TRAC. The branch also worked closely with the Cabinet Committee for Employment Development and B.C.I.T. to secure a one-million dollar grant to produce an individualized electronics program for the province.

Apprenticeship Programs

The 15 post-secondary colleges and institutes involved in the training of apprentices delivered 1,136 classes in 1982/83, exceeding by 17.2 per cent the record 969 classes delivered in 1981/82 (which, in turn, represented a 14 per cent increase over the 1980/81 offerings). This high demand for apprentice-training classes reflected the heavy hiring of apprentices that took place in 1981, particularly in the construction and metal manufacturing industries.

At the same time, to help those vocationally trained students who had trouble finding employment during 1982/83, agencies of the federal and provincial governments joined forces in a unique initiative that utilized the idle plants of industry and offered unemployed apprentices work-simulation training that was more comprehensive than any they would normally receive on the job. The province's colleges made arrangements to use mills and plants that were suffering the effects of the recession, and projects were set up in the Amax Mill at Kitsault (by Northwest College), the Finning Plant at Prince George (by the College of New Caledonia), the mine mills at Kamloops (by Cariboo College), the Cominco plant at Warfield (by Selkirk College), the CAE Morse Equipment plant at Terrace (by Northwest College), the B.C. Timber mills at Terrace and Hazelton, among others. This venture, unique in Canada, enabled unemployed apprentices to not only continue their apprenticeships but to get two days of credit for every day they worked on one of the projects.

Research and Curriculum Development Branch

Virtually all branches within Program Services devoted substantial effort to implementing TRAC during 1982/83. Although the primary responsibility lay with Vocational Programs, Academic/Technical Programs and the Research and Curriculum Development Branch contributed much toward achieving the revolutionary change in B.C.'s educational structure brought about by the TRAC program.

Integral to the plan was the creation of close to 2,000 individual learning packages. First, skill profiles were prepared for the Common Core courses, for six Occupational

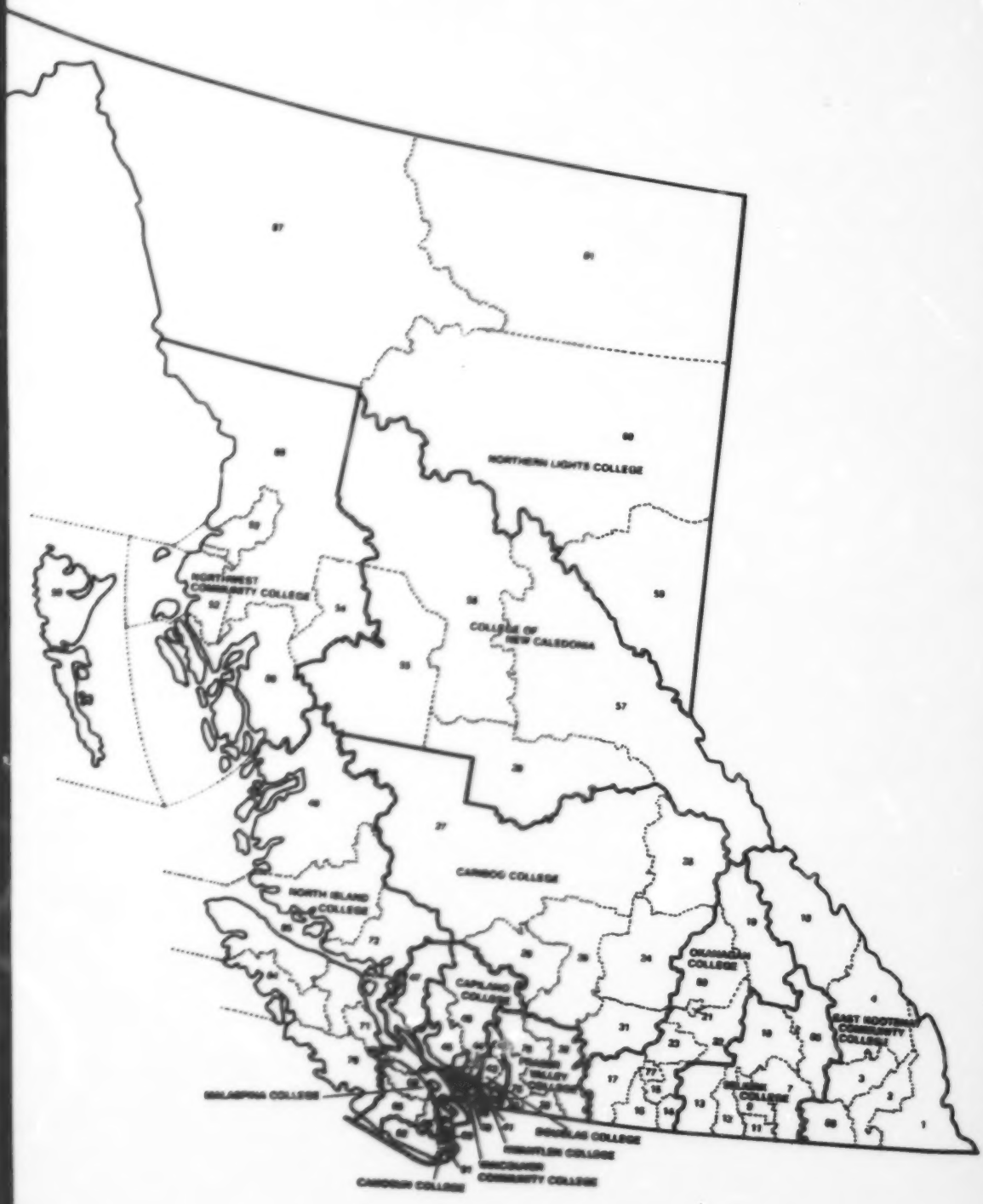
Core courses, and for 16 Specialties. Once complete, the skill profiles were distributed to various institutions, who, under contract to the Ministry of Education, developed course outlines. After being reviewed by instructors and members of the Trades Advisory Committees, the outlines were used as the basis for package development. Although all colleges played a role, the Pacific Vocational Institute in Burnaby, Cariboo College in Kamloops, and Camosun College in Victoria played the major roles in the development of the learning packages. At the same time, the branch worked closely with the Provincial Educational Media Centre to secure provincial rights for the audio-visual material included in the learning packages. During the coming months, the outlines and learning packages will be reviewed and revised on the basis of pilot-testing in the colleges and institutes across the province.

Other 1982/83 highlights for the Research and Curriculum Development Branch included

- maintenance of the vocational follow-up system for the province in order to provide program accountability information for Ministry and Institute officials;
- construction of province-wide diagnostic assessment tests for the Provincial Training Access (TRAC) Common Core programs;
- administration of the Early Childhood Education study in co-operation with the Ministry of Health;
- administration of the Computer Graduates Demand Study;
- follow-up research on computer graduates from Career/Technical programs;
- administration of the Wait List Survey of selected programs;
- compilation of a study on the Downtown Education Centre;
- compilation of a survey on the demographic characteristics of Adult Basic Education students in the lower mainland;
- administration of a co-operative follow-up study (with Malaspina College) on Adult Basic Education graduates in the Powell River region.

College Regions and School Districts

College and Main Campus:	School Districts included in College Region:
CAMOSUN COLLEGE Victoria	61, 62, 63, 64
CAPILANO COLLEGE North Vancouver	44, 45, 46, 48
CARIBOO COLLEGE Kamloops	24, 26, 27, 29, 30, 31
COLLEGE OF NEW CALEDONIA Prince George	55, 56, 57, 28
DOUGLAS COLLEGE New Westminster	40, 41, 42, 43
EAST KOOTENAY COMMUNITY COLLEGE Cranbrook	1, 2, 3, 4, 18, 1/2 of 86, (South of Sanka Creek)
FRASER VALLEY COLLEGE Chilliwack	32, 33, 34, 75, 76
KWANTLEN COLLEGE Surrey	35, 36, 37, 38
MALASPINA COLLEGE Nanaimo	65, 66, 68, 69, 47
NORTH ISLAND COLLEGE Comox	70, 71, 72, 84, 85, 49
NORTHERN LIGHTS COLLEGE Dawson Creek	59, 81, 87, 60
NORTHWEST COMMUNITY COLLEGE Terrace	50, 52, 54, 80, 88, 92
OKANAGAN COLLEGE Kelowna	14, 15, 16, 19, 21, 17, 22, 23, 77, 89
SELKIRK COLLEGE Castlegar	7, 9, 10, 11, 12, 13, 1/2 of 86 (North of Sanka Creek)
VANCOUVER COMMUNITY COLLEGE Vancouver	39, 38, 41


NORTHERN LIGHTS COLLEGE
NORTHWEST COMMUNITY COLLEGE
COLLEGE OF NEW CALEDONIA
CARIBOO COLLEGE
NORTH ISLAND COLLEGE
CAPILANO COLLEGE
FRASER VALLEY COLLEGE
OKANAGAN COLLEGE
EAST KOOTENAY COMMUNITY COLLEGE
SELKIRK COLLEGE
MALASPINA COLLEGE
DOUGLAS COLLEGE
KWANTLEN COLLEGE
VANCOUVER COMMUNITY COLLEGE
CAMOSUN COLLEGE